

**Standard:**

Kindergarten K.A.3.1 Students are able to use concrete objects to model the meaning of the + and – symbols.

**Purpose:**

- The students will understand the meaning of + and – symbols.

**Materials needed:**

- None

**Instructions:**

- The students are going to be adding and subtracting objects quickly in a timely fashion.
- The teacher will say “3 + 2”, the students will hop forward three. They will then make the (+) sign using their pointer fingers on both hands and then hop two more which then will equal five and the students will clap five times.
- You will continue with different numbers and different formation. For the (-) subtraction sign, the students will hold up their pointer finger horizontal.

**Adaptations:**

- None

**References:**

- None

**Standard:**

Kindergarten K.M.1.3 Students are able to identify penny, nickel, dime, and quarter using money models.

**Purpose:**

- The students will understand the money value of a penny, nickel, dime, and quarter.

**Materials needed:**

- Penny
- Nickel
- Dime
- Quarter

**Instructions:**

- The students will be learning money value throughout the school year.
- The value of a penny will be a clap, so when the teacher says “penny” the students will clap once.
- Next, explain the nickel. When the teacher says “nickel”, the students will stomp their feet five times.
- The dime comes next when the teacher says “dime”, the students will do ten jumping jacks.
- Lastly, when the teacher talks about the quarter, the students will stand up and take twenty-five steps around the room.
- Throughout the year – the teacher will use penny = clap, nickel = stomp feet, dime = jumping jacks, quarter = walking.

**Adaptations:**

- As your students begin to understand the concept – the teacher can say “3 nickels” and the students should stomp their feet 15 times. If the teacher says “3 quarters” the students should take 75 steps in the classroom and the class can count to 75 together when walking. When the students walk to lunch or recess they can count their steps and then figure out how many quarters they could earn. As a reward, you could have paper coins and give them to the students when they make an accomplishment. You can make a lot of variations to this activity.

**References:**

- None

**Standard:**

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|-----------------------|--|
| 1 <sup>st</sup> Grade | 1.G.1.1 Identify basic figures.  |
| 1 <sup>st</sup> Grade | 1.N.1.1 Reading, Writing, Counting, Skip Numbers and Ordering Numbers. |
| 2 <sup>nd</sup> Grade | 2.G.1.1 Identify basic figures.  |
| 2 <sup>nd</sup> Grade | 2.N.1.1 Reading, Writing, Counting, Skip Numbers and Ordering Numbers. |

**Purpose:**

- Using the ball, the students will pass forward and backward to numbers called out as well as passing the ball to numbers before and after.

**Materials needed:**

- Ball (volleyball, kickball, football, balloon, piece of paper, eraser, etc.)

**Instructions:**

- Students hold hands and create a circle.
- On command the students use the ball to create figures called out circle, square, rectangle, triangle oval, etc.
- Teachers call out a number.
- Students make that many passes.
- Teacher calls out “What number is before \_\_?”
- Students make that many passes.
- Teacher calls out “What number is after \_\_?”
- Students make that many passes.
- Teacher calls out “Count by 2’s” (5’s, 10’s etc.). (Students make passes as they count).

**Adaptations:**

- None

**References:**

- None

**Standard:**

1<sup>st</sup> Grade      1.M.1.2 Find a date on the calendar.

**Purpose:**

- The students will understand how to read a calendar.

**Materials needed:**

- A calendar (more effective if played at the end of the month)

**Instructions:**

- The game is called, “Figure Out My Magical Number” or “Calendar Date”.
- The teacher gives the students clues about what the number or date is NOT and then the students eliminate those numbers or dates.
- Teacher says, “when you know from my description, raise your hand, you will jump to the calendar and take off the correct number so we can figure out the day”. (Ex. “the number is not  $3 + 2$  so the students know it is not five – when you call on someone, that student will skip to the calendar and take off the number five (5). (When the child takes off the number they say the day of the week and the month).
- You keep giving clues until all the numbers are taken off, except one.
- The students will say what the magic number is, the day it is, and the month.

**Adaptations:**

- None

**References:**

- None

**Standard:**

2<sup>nd</sup> Grade 2.G.2.1 Identify geometric figures regardless of position and orientation.

**Purpose:**

- The students will identify shapes.

**Materials needed:**

- Yarn or string one yard long

**Instructions:**

- The students will sit on the floor in a circle.
- The teacher calls out a shape.
- The students use their yarn to make the shape.
- The teacher will draw the shape on the board.
- When all students have made their shape he/she can walk around the circle backwards and return to their original spot.

**Adaptations:**

- The students could write the shape word in cursive using their string.

**References:**

- None

**Standard:**

Kindergarten K.M.1.4 Students are able to estimate length using non-standard units of measurement.

**Purpose:**

- The students will understand measurement and the use of non-standard units of measurement.

**Materials needed:**

- Paperclips
- List of five items of your choice (Ex. marker, garbage can, class book etc.)

**Instructions:**

- The teacher will give each student paperclips.
- He/she will clip all of them together.
- The teacher will list five objects on the board that should be estimated. At their desk, the child will write down their estimation.
- When the students are finished, he/she will crab-walk to each item in the room and measure it with their paper clips and write down the correct answer. (Ex. the teacher would like them to measure a marker from the marker box – that child will crab-walk to the marker box, measure it and write down how many paper clips – 4 clips).
- The students will continue with all of the other objects. When completed the students will crab-walk back to his/her desk and wait for the others.  
The crab-walk is when the students walk on their hands backwards.

**Adaptations:**

- If you do not want to use the crab-walk, you may choose a different physical activity.

**References:**

- None

**Standard:**1<sup>st</sup> Grade

1.A.2.2 Solving addition and subtraction sentences.

**Purpose:**

- The students will be able to solve open addition and subtraction sentences.

**Materials needed:**

- Foam basketball
- Hoop or wastepaper basket

**Instructions:**

- The basketball players stand in a line about ten feet from the basket.
- A referee holds a pile of addition/subtraction facts flashcards, and calls out the equations one at a time.  
(Ex. Teacher will call out “2+3”)
- The first player in line calculates the answer in their head, and then bounces the ball five times as they walk toward the basket.
- When they stop, they call out the sum or difference and shoot!
- The next player then takes a turn.

**Adaptations:**

- For older children, try using multiplication and division flashcards.

**References:**

- None

**Standard:**

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|-----------------------|---|
| Kindergarten          | K.A.3.1 Students model meaning of “+” symbol. |
| 1 <sup>st</sup> Grade | 1.N.3.1 Students solve addition problems.     |

**Purpose:**

- The teacher will reinforce the concept of addition by having the students do sit ups.

**Materials needed:**

- None

**Instructions:**

- Student will lie beside their desks.
- Teacher will ask, “What is the sum of \_\_?”
- Students will perform answer by doing sit ups.
- Teacher can assess by observation.

**Adaptations:**

- Adding, subtraction, multiplying and division

**References:**

- None



**Standard:**

Kindergarten K.G.1.1 Students are able to identify basic two-dimensional figures.

**Purpose:**

- The students will be able to pick out figures of circle, square, and triangle.

**Materials needed:**

- Model what a circle, square, and triangle look like

**Instructions:**

- Objects which resemble a circle, square, and triangle.
- The teacher will then say “triangle”.
- Students will hop to an object that looks like a triangle in the classroom and stand by it.
- Teacher will then say “square” and the students will hop to an object that looks like the shape of a square, and so forth.
- When the student reaches the object, they may continue to hop in the given shape.

**Adaptations:**

- None

**References:**

- None

**Standard:**

Kindergarten K.M.1.2 Name the days of the week.

**Purpose:**

- The students will to learn the days of the week.

**Materials needed:**

- Music if desired

**Instructions:**

- The students need to find their personal space.
- The students will be doing the grape vine/line dance.
- As they step they will call out the days of the week. (Ex. feet together, right foot goes behind left foot, left foot goes to the side to uncross, repeat until at Sunday and then feet go together at Sunday with three claps and then repeat again.

**Adaptations:**

- Numbers, months of the year, and a million other things.

**References:**

- None

**Standard:**

Kindergarten K.A.4.1 Identify and extend two part repeating patterns.

**Purpose:**

- The students will identify patterns and listening skills.

**Materials needed:**

- None

**Instructions:**

- The children need to stand in a line.
- The teacher will call out a pattern (Ex. two hops - three slides).
- The child will repeat this pattern four times.
- Continue with more patterns for a set period of time.

**Adaptations:**

- For older students, the teacher will call out colors with actions in a pattern (Ex. red, blue, blue: red = clap, blue = snap).

**References:**

- None

**Standard:**

Kindergarten K.M.1.1 Identify basic figures.

**Purpose:**

- The students will identify basic two-dimensional figures.

**Materials needed:**

- Ball (volleyball, kickball, football etc.)

**Instructions:**

- Students hold hands and create a circle.
- On command, the students pass or toss the ball to create figures called out such as: circle, square, rectangle, triangle, oval, etc.
- Teacher will then ask how many passes or tosses it took to create this figure?
- Teacher will ask how many lines will it take to create this figure?

**Adaptations:**

- None

**References:**

- None

**Standard:**

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|-----------------------|--|
| 1 <sup>st</sup> Grade | 1.A.2.1 Use concepts and language of equal to, greater than, and less than to compare numbers. |
| 2 <sup>nd</sup> Grade | 2.A.2.1 Use concepts and language of equal to, greater than, and less than to compare numbers. |

**Purpose:**

- The students will use large number cards to compare numbers.

**Materials needed:**

- A set of 8 ½ x 11 laminated numbers cards 0-9, <, >, = (May choose to make more than one set of number symbols)

**Instructions:**

- Hand out number or symbol cards to students.
- Say an inequality statement aloud to the class, “Seven is less than ten”.
- Students with the cards of those specific numbers or symbols quickly and quietly go to the front of the room and create that inequality statement.
- Teacher says, “If you agree with this number sentence and like the order, clap after I count to two”.
- “One, two, clap!” (Assess who clapped and who didn’t)
- Teacher asks the students to quietly give their card to someone who doesn’t have a card and sit down.
- Repeat process.

**Adaptations:**

- Call three different numbers to come up and be compared.  
Use a variety of different listening skills to assess the problem.  
Ex. “If you agree with the number sentence stomp after 15... 5-10-15-stomp.”

**References:**

- None

**Standard:**

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|-----------------------|---|
| 1 <sup>st</sup> Grade | 1.N.1.2 Creating parts of a whole.                            |
| 2 <sup>nd</sup> Grade | 2.N.1.2 Identify and represent fractions as parts of a group. |

**Purpose:**

- The students will begin visualizing, using the basketball court what  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , and 1 represents.

**Materials needed:**

- Basketball Court
- Cones

**Instructions:**

- Using a whiteboard explain how a basketball court is divided.
- Students are lined up on the end line.
- On command from teacher, students will use a motor skill to move to the appropriate line on the basketball court which is divided into a quarter, half, three-quarter, and whole.
- Simon Says “Skip to and touch the half-court line then walk backward to the end line”.
- Simon Says “Hop on one foot to cover one-fourth of the gym floor and walk back to the end line.
- Simon Says, “Doing the crab-walk, cover three-fourths of the gym and do the bear-walk back to the end line.

**Adaptations:**

- May jump, hop, skip, run, crab-walk, bear-walk, jump rope, or dribble basketballs

**References:**

- None

**Standard:**

2<sup>nd</sup> Grade 2.M.1.1 Tell time to the minute using digital and analog clocks and relate time to the daily events.

**Purpose:**

- The students will tell time using a digital and analog clock and relate them to class times (music, physical education, etc.) or other daily events.

**Materials needed:**

- None

**Instructions:**

- Throughout the day, the teacher will stop the class, or if there is down time, he/she will ask “What time is it? Stand up, touch your toes and tell the time on the count of three”.
- The students will tell the time while touching their toes.
- The teacher will then ask them how many seconds are in a minute and the students will touch their toes 60 times.
- The teacher will then ask them when P.E. is (or what ever daily event they may have) and the students will tell that time and touch their toes again.
- You may continue with many more times until they are tired.

**Adaptations:**

- None

**References:**

- None

**Standard:**1<sup>st</sup> Grade

1.G.1.2 Students are able to sort basic three-dimensional figures: sphere, cube, cylinder, cone.

**Purpose:**

- The students will identify the three dimensional figures.

**Materials needed:**

- The shapes of:
  - Cone
  - Cylinder
  - Cube
  - Sphere

**Instructions:**

- The teacher will have the shapes available for the students to have in view.
- The teacher will have the students dance up to the shape of the description that is given and then students will take the object and spin around with it and say what the shape is. (Ex. the teachers description will be to dance up to the shape that Pringles come in. The students will choose the correct shape and spin around with it, and tell the other students what the shape is again).
- You will use descriptions that are household items or in the classroom.  
Ex. “Dance to the shape that ice cream can come in”. “Dance to the shape that you can pack things in”.

**Adaptations:**

- None

**References:**

- None



**Standard:**

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|-----------------------|--|
| 1 <sup>st</sup> Grade | 1.A.2.2 Solve open addition and subtraction sentences. |
| 2 <sup>nd</sup> Grade | 1.A.2.2 Solve open addition and subtraction sentences. |

**Purpose:**

- The students will learn math facts.

**Materials needed:**

- One ball for every student
- Flash cards with one unknown variable ( $2 + \_ = 4$ ,  $\_ - 7 = 10$ )

**Instructions:**

- Students will find their own personal space.
- Teacher will show a math equation with one unknown variable.
- Teacher will count to ten.
- Teacher will call out “go”.
- Students will bounce their ball the number of times for the answer.

**Adaptations:**

- This could be used in any grade level for math fact review.

**References:**

- Body-Mind Mini Lessons

**Standard:**1<sup>st</sup> Grade

1.N.2.1 Solve addition and subtraction problems 0-20.

**Purpose:**

- The students will create number sentences based on a target number.

**Materials needed:**

- Music
- Paper and pencils

**Instructions:**

- Place a piece of lined paper on the desk of each student.
- Each piece of paper should have a number written on the bottom of the sheet.
- When the music begins the students will walk around the room until the music stops. Be sure to model the correct path they should all be traveling.
- When the music stops each student sits in a desk and comes up with a number sentence that equals the number on the paper. They also place their initials after the number sentence.
- You may wish to have an additional piece of paper on each desk to cover up the previous number sentences.
- Continue for a set period of time.

**Adaptations:**

- None

**References:**

- None

**Standard:**

- Kindergarten K.G.1.1 Identify basic two-dimensional plane figures.  
1<sup>st</sup> Grade 1.G.1.1 Describe characteristics of plane figures.  
2<sup>nd</sup> Grade 2.G.1.1 Use the terms side and vertex (corners) to identify plane and solid figures.

**Purpose:**

- The students will make plane figures.

**Materials needed:**

- Sidewalk chalk

**Instructions:**

- The teacher will draw a triangle (square, circle, diamond, oval, rectangle, or trapezoid) on the sidewalk.
- The teacher will discuss the characteristics of the shape.
- The students will find a spot and draw the shape.

**Adaptations:**

- Many characteristics may be taught: symmetry, vertex, side, types of triangles - right, equilateral, obtuse, isosceles, etc.

**References:**

- <http://www.suite101.com/article.cfm/1838/63800>

**Standard:**

Kindergarten	K.N.3.1	To count and sequence numbers.
1 <sup>st</sup> Grade	1.N.3.1	To count and sequence numbers.
2 <sup>nd</sup> Grade	2.N.1.1	To count and sequence numbers.

**Purpose:**

- The students will count and sequence numbers.

**Materials needed:**

- None

**Instructions:**

- Students spread out through the room.
- Students stand facing front of room on the side closest to their left shoulder.
- Students have their hands on their waist.
- Teacher stands in front, also facing forward, hands on waist.
- The teacher demonstrates sequence without speaking the first few times and then speaking the sequence later.
- Beginning at left side teacher does three slides toward right side of the room, right shoulder leading, and then pauses and repeats three slides.
- Students copy movement.
- The whole movement is repeated but this time the teacher says out loud “one, two, three (non-spoken pause) one, two, three”.
- Students copy movement and repeats “one, two, three, (non-spoken pause) one, two, three”.
- Teacher repeats moving and continues to demonstrate sequencing of numbers through various slides, using the pause to change directions (Ex. Forward, back, left, or right).

**Adaptations:**

- None

**References:**

- Body-Mind Mini Lessons

**Standard:**

Kindergarten	K.A.4.2 Sort and classify objects according to one attribute.
1 <sup>st</sup> Grade	1.A.4.2 Determine common attributes in a given group and identify those objects that do not belong.
2 <sup>nd</sup> Grade	2.A.4.2 Determine likenesses and differences between sets.

**Purpose:**

- The students will describe and apply properties to sets of objects.

**Materials needed:**

- None

**Instructions:**

- The students will all stand.
- The teacher will take one student at a time and line them up in a row (use only five students).
- The students will need to figure out how the teacher lined them up and what attribute made them line up in a certain way (hair length, eye color, birthdays).
- After the students agree on why they were lined up in this way, they will jump up and down until the teacher asks them to STOP.

**Adaptations:**

- The older students may be given the variable and line themselves up.

**References:**

- None

**Standard:**

Kindergarten	M.1.2	To read and tell time.
1 <sup>st</sup> Grade	M.1.1	To read and tell time.
2 <sup>nd</sup> Grade	M.1.1	To read and tell time.
3 <sup>rd</sup> Grade	M.1.1	To read and tell time.

**Purpose:**

- The students will understand time.

**Materials needed:**

- None

**Instructions:**

- Have twelve students join hands and form a circle.
- Teacher assigns each student a number beginning with the hour one (1).
- The student repeats his/her number as the teacher walks around the inside of the circle in a clockwise direction as the hands of a clock move.
- Have students practice saying their number in order, (1-12), one by one.
- Have a thirteenth student stand in the very center of the circle and point to a specific hour that the teacher calls out.
- Continue and progress to hour and minute.

**Adaptations:**

- None

**References:**

- Body-Mind Mini Lessons